

Project ENRICH – First Year Comprehensive Plan

Enriching the lives of Infants, Toddlers, and Youth, Specifically Those with Disabilities

Year 2 – October 1, 2004 – September 30, 2005

Submitted by Sylvia J. Street Region 3 ESA

Goal One: Create a system for coordinating and enriching the professional development of school personnel, mentors, volunteers, parents, and others connected with the life and learning of children and young adults with disabilities.

Action 1.1 Investigate specific professional development needs within individual districts as they relate to academic achievement of students with disabilities.						
Correlate	Intended Audience	Person's Responsible	Objective/Outcomes	Resources/ Budget	Timeline	Benchmarks Evaluator's Role
A B C D E	Administrators School Improvement Teams SPED teachers	ESA staff	Objective: Create a comprehensive planning process for regionalized professional development. Facilitate strategic planning workshops that focus on integrating school improvement plans and the Continuous Improvement Monitoring Process. Develop a common needs and activity matrix for Region 3 ESA districts	Supplies	October-November, 2004	Reflective Data
Action 1.2 Build parental capacity through quarterly family activity/training nights at each school district.						
Correlate	Intended Audience	Person's Responsible	Objective/Outcomes	Resources/ Budget	Timeline	Benchmarks Evaluator's Role
D	Parents	4-person planning team from each school (including a parent)	Objective: Create a sustainable system for parent involvement. 60% of parents of students with disabilities will attend the family activity sessions at the local school district by Year Two. (65% by Year Three, 70% by Year Four, 75% by Year Five) Parents will be trained in and utilize research-based instructional strategies to encourage all students' development and increased student achievement.	Travel, Contractual services Supplies	October 2004, November 2004, February 2005, April 2005	Survey provided at end of each training, participation lists to measure attendance
Action 1.3 Provide a series (monthly) of trainings in family sensitivity and effective communication in order to build capacity of professionals.						
Correlate	Intended Audience	Person's Responsible	Objective/Outcomes	Resources/ Budget	Timeline	Benchmarks Evaluator's Role

A B	General educators, special educators, parents, paraprofessionals	Special Education directors in each school, Cooperative SPED specialists	Objective: Create a sustainable system for professional development Paraprofessionals, general educators, special educators and parents will be trained in and utilize research based instructional strategies to encourage all students' development and increased student achievement.	Travel Supplies	Begin Spring 2005	Survey provided at end of each training, participation lists to measure attendance
Action 1.4 Train the trainers in ASCD Differentiated Instruction.						
Correlate	Intended Audience	Person's Responsible	Objective/Outcomes	Resources/ Budget	Timeline	Benchmarks Evaluator's Role
A B D	General educators, special educators, parents, paraprofessionals	ESA staff	Objective: Create a sustainable system for professional development Paraprofessionals, general educators, special educators and parents will be trained in and utilize research based instructional strategies to encourage all students' development and increased student achievement.	Stipends Supplies	Fall 2004 – Spring 2005	Participation Survey data and follow-up interviews
Action 1.5 Train the trainees in ASCD Differentiated Instruction.						
Correlate	Intended Audience	Person's Responsible	Objective/Outcomes	Resources/ Budget	Timeline	Benchmarks Evaluator's Role
A B D	General educators	ESA staff Differentiated Instruction Teacher Trainers	Objective: Create a sustainable system for professional development 100 educators and/or paraprofessionals will be trained in ASCD Differentiated Instruction in regional workshops. Paraprofessionals, general educators, and special educators will be trained in and utilize research based instructional strategies to encourage all students' development and increased student achievement. Establish pilot school where designated time for sharing specific student needs and strategies will be allocated. (Kid Talk)	Stipends/sub pay Supplies	Summer 2005	Participation lists Follow-up (reflection/ portfolios/DDN sessions) to report how DI is being used in classroom
Action 1.6 Provide training to Region 3 ESA through Saturday Seminars on learning communities.						
Correlate	Intended Audience	Person's Responsible	Objective/Outcomes	Resources/ Budget	Timeline	Benchmarks Evaluator's Role
A B D	Parents, educators, administrat	Steering Committee	Objective: Create a regional hub for partnerships and professional growth	Contractual services	January 2005 and March 2005	Participation lists and surveys done at end of each event

	ors, paraprofessionals		Paraprofessionals, general educators, special educators, administrators, and parents will be trained in and utilize research based instructional strategies to encourage all students' development and increased student achievement.	Supplies		
Action 1.7 Develop a web site communication resource center to provide SBR strategies for schools and parents, and FAQ informational pieces.						
Correlate	Intended Audience	Person's Responsible	Objective/Outcomes	Resources/ Budget	Timeline	Benchmarks Evaluator's Role
B	Educators and parents	ESA staff Steering committee	Objective: Create a regional hub for partnerships and professional growth A web site will be created for parents and educators to utilize as a resource center. It will be part of the existing ESA web site. ESA staff will identify SBR instructional practices that will provide a foundation for educators and parents.	Contractual services	Begin October 2004	Visit counter installed

Goal: Improve the learning opportunities and achievements of children with disabilities.

Action 2.1 Promote David and Phyllis Whiten Saturday Seminar to special educators and parents of children with disabilities						
Correlate	Intended Audience	Person's Responsible	Objective/Outcomes	Resources/ Budget	Timeline	Benchmarks Evaluator's Role
A B D	Paraprofessionals, general educators, special educators and parents	ESA staff	Objective: Create a regional hub for partnerships and professional growth Paraprofessionals, general educators, special educators and parents will be trained in and implement research based methods to enable 70% of the students with disabilities to be proficient at the South Dakota Reading Standards.	Supplies	November 6, 2004	Participant survey Specific follow-up survey
Action 2.2 Provide training in Thinking Strategies for Mastering Math						
Correlate	Intended Audience	Person's Responsible	Objective/Outcomes	Resources/ Budget	Timeline	Benchmarks Evaluator's Role
D	Special Educators Paraprofessionals	ESA staff	Objective: Create a sustainable system for professional development Special Educators will be trained in and will implement research based methods of "Thinking Strategies for Mastering Math"	Supplies	Workshop I- January Workshop II January	Participant survey Follow-up session for application

					Summer 2005	
Action 2.3 Canter Course Supporting the Struggling Reader/or the Reading Package.						
Correlate	Intended Audience	Person's Responsible	Objective/Outcomes	Resources/ Budget	Timeline	Benchmarks Evaluator's Role
D	Special Educators Parents/paraprofessionals as appropriate	ESA staff	Objective: Create a sustainable system for professional development Paraprofessionals, general educators, special educators and parents will be trained in and implement research based methods to enable 70% of the students with disabilities to be proficient at the SD Reading Standards.	Contractual Supplies	December, 2004 Through July, 2005	Participant survey Follow-up application interview
Action 2.4 Provide Prompt Institute Training						
Correlate	Intended Audience	Person's Responsible	Objective/Outcomes	Resources/ Budget	Timeline	Benchmarks Evaluator's Role
C E	Speech Clinicians	Region 3 ESA Project Director Prompt Institute Trainer	Objective: Create a regional hub for partnerships and professional growth Speech Clinicians will be trained in and implement research based methods to enable 70% of the students with disabilities to be proficient at the South Dakota Reading Standards	Contractual services Supplies	December 2004-May 2005	Interviews with clinicians
Action 2.5 Provide training in Curriculum Mapping to improve Special Education teacher's understanding of how to correlate goals and objective with South Dakota Reading and Math Standards.						
Correlate	Intended Audience	Person's Responsible	Objective/Outcomes	Resources/ Budget	Timeline	Benchmarks Evaluator's Role
E	Special Education Teachers	Region 3 ESA Staff	Objective: Create a sustainable system for professional development Special Educators will be trained in and will implement research-based methods to enable 70% of the students with disabilities to be proficient at the South Dakota Reading and Math Standards.	Supplies	2004-2006 School Years	Documentation of maps
Action 2.6 To provide instruction in South Dakota in Guided Reading practices to all teachers (special, Para's and parents) in grades K-8.						
Correlate	Intended Audience	Person's Responsible	Objective/Outcomes	Resources/ Budget	Timeline	Benchmarks Evaluator's Role
A B D	Special Education and Paraprofessional K-8, Parents	Certified Reading Instructor ESA Staff	Objective: Create a sustainable system for professional development Paraprofessionals, special educators and parents will be trained in and implement research based methods to enable 70% of the students with disabilities to be proficient at the South Dakota Reading Standards. This is	Contractual Supplies	2004-2006	Participant surveys Follow-up surveys

			further follow-up and sustainability for Reading First and SD Reads.			
Action 2.7 Increase the number of certified and recruit Special Education Teachers						
Correlate	Intended Audience	Person's Responsible	Objective/Outcomes	Resources/ Budget	Timeline	Benchmarks Evaluator's Role
A B C D E	Perspectiv e Special Education teachers In-service teachers wishing to add certification	ESA staff University	Objective: Create a regional hub for partnerships and professional growth Region 3 ESA will initiate Special Education courses, in collaboration with regional universities, to be delivered at distance.	Contractual Supplies	2004-2006	Enrolled participants Participant surveys Administrator surveys
Action 2.8 Promote cross collaboration through Region 3 ESA Minutes 4 Mentoring						
Correlate	Intended Audience	Person's Responsible	Objective/Outcomes	Resources/ Budget	Timeline	Benchmarks Evaluator's Role
A B D E	Special Educators General Educators Paraprofes sional Parents	ESA staff	Objective: Create a regional hub for partnerships and professional growth Special Educators will collaborate and implement research based methods. Series for areas of: grade level, content area, and special education.	No cost	2004-2006	Documented sessions

Goal: Increase meaningful collaboration and linkages with other state and federal school improvement efforts as well as other agencies, services, and resources existing primarily for the good of children with disabilities.

Action 3.1: Birth through three, early intervention providers, both public and private, will receive professional development opportunities (network meetings) that promote the adequate growth and development of children with disabilities and prepare them for future success in learning.						
Correlate	Intended Audience	Person's Responsible	Objective/Outcomes	Resources/ Budget	Timeline	Benchmarks Evaluator's Role
B C E	Anyone who has contact with early intervention , public and private providers,	Input from all service agencies, with audience providing materials	Objective: Create a regional hub for partnerships and professional growth Tool box with disability awareness for parents and how to work with all service providers. Identify and train of potential problems –	No cost	Fall 2004	Follow – up after use of kit - Spring 2005

	NICU, daycare providers, public health nurses, Head Start		collaborate with other agencies Trainings for potential learning barriers – as well as those that are already identified			
Action 3.2 Promote Primary Service Model training to stakeholders in Region 3 ESA						
Correlates	Intended Audience	Person's Responsible	Objective/Outcomes	Resources/ Budget	Timeline	Benchmarks Evaluator's Role
B C E	Primary care service providers Cooperativ e Directors, Special Education Directors PT, OT, Speech & Language Pathologist	Marilyn Kokesh – Ann Metzger Colleen Springer	Objective: Create a regional hub for partnerships and professional growth Primary Service Model training – birth to three – McWilliam– Professional Development for the trainers – January 2005 – and then the grant will pay for the materials -	Supplies	January 2005 PD for trainers	Enrollment lists